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ABSTRACT

Career education activities for use in Grade 4 are presented in the document. Behavioral objectives for the following subject areas are provided: art, homemaking, language arts, math, music, physical education, resource people, science, social studies, and workshop abilities. The bulk of the document consists of six units of activities focusing on the following career concepts: (1) people need to work to preserve and advance society; (2) people work for rewards and satisfaction; (3) there are rules for all kinds of work; (4) all kinds of work are interdependent and should benefit society; (5) attitudes and personality factors have an effect on work, performance, and success; (6) all work has dignity and is worthwhile; (7) all work involves the production of goods or services; (8) most kinds of work need some skill or training; (9) all people can and should contribute their particular talents and capabilities to the world of work; (10) people should adapt to technological and sociological changes which create or eliminate work; (11) environmental and cultural factors determine the kinds of work available; and (12) man's work affects his way of life. Each unit contains several activities keyed to the subject areas. An index and correlation chart are included. (EC)

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ED120373

# CAREER EDUCATION
## in Appalachian Maryland

## AWARENESS

ELEMENTARY
SUPPLEMENTAL ACTIVITIES
LEVEL 4

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## RATIONALE FOR ELEMENTARY CAREER EDUCATION

The following statements provide some of the justifications for inclusion of career education in elementary programs.

1. Every experience from early childhood to maturity contributes to career choice.

2. Children can see a positive relationship between school and the world of work through career awareness education.

3. Today, elementary children learn more and learn faster than any comparable group in history and are, therefore, ready for learning the foundations of career decision making.

4. Occupational choice results from acquired behaviors and experiences during the formative years of childhood and adolescence.

5. Children are capable of learning about what work is and how the world of work might shape their thoughts, abilities, attitudes, and interests through career education.

These supplemental Career Education activities were developed by a Task Force of thirteen creative and dedicated elementary teachers under the direction and leadership of Project Elementary Career Education Coordinators. The work was done within the guidelines established for the Model Career Education Project located in Washington County, Maryland.

The total project is a joint effort of the U.S. Office of Education, the Maryland State Department of Education Division of Vocational-Technical Education, and the Washington County Board of Education. Major funding sources include U.S. Office of Education, Part D Research and Development Funds and Part C Exemplary Funds.

During the 1972-73 school year these activities were piloted in four elementary schools in Washington County and feedback information was provided by numerous teachers in these schools for revision purposes. This final compilation of K-5 activities has been completed under the direction of Mrs. Margaret Callas and will now be available to all elementary schools in Washington County and to surrounding counties in Appalachian Maryland.

This work is just a part of our plan for Career Education K-adult, however, the elementary program plays a most important role in a systematic meaningful approach to the Career Education Concept.

James W. Wilson

James W. Wilson
Career Education Project Director

CAREER CURRICULUM

Grade 4

1972 - 1973

The purpose of this guide is to acquaint fourth grade teachers with ways of coordinating career education with our current Social Studies program. In preparing these activities we have followed the text, The Social Sciences Level Four, in presenting suggestions for use with career awareness.

This guide has been developed with the idea that elementary children need to become aware of the reasons for work and the interdependence of both work and worker for the advancement of society.

By using this guide with the curriculum, students will be motivated to participate in activities which will expand their concept of the "World of Work", and develop a positive attitude toward themselves, the school, family, and community.

No one is expected to use all of the activities included in this booklet but instead choose those which are most beneficial for your particular class. We encourage you to try new activities and projects other than those mentioned here. Please share your ideas with others. We would appreciate it if you would write your suggestions and evaluations on the activity sheets.

Elementary Career Education Task Force

June von Eiff
Lloyd Iseminger

ELEMENTARY CAREER EDUCATION TASK FORCE
WASHINGTON COUNTY

## Career Education Concepts

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.
8. Most kinds of work need some skill or training.
9. All people can and should contribute their particular talents and capabilities to the world of work.
10. People should adapt to technological and sociological changes which create or eliminate work.
11. Environmental and cultural factors determine the kinds of work available.
12. Man's work affects his way of life.

## BEHAVIORAL OBJECTIVES

The following behavioral objectives provide a means for evaluating this program. In addition they may be utilized by the classroom teacher for the purpose of individualizing the program and improving instruction. They are meant to be flexible in that several activities may evolve from one objective. They have been listed according to subject areas but are interchangeable and may be utilized according to the teacher's needs.

Art

1. Given various art media and a stimulating environment, the student will create a visual art product.

2. Given basic materials, instruction and proper environment, the student will construct a project of his choice.

3. Given a project at the beginning of the school year involving a high degree of muscle coordination together with related activities throughout the year, the student will show improvement on the same project at the end of the school year.

4. Given the instruction on proper use of different materials and media, a student will demonstrate the skills involved, to the satisfaction of the evaluator.

5. Given a color wheel containing the primary and secondary colors, the student will discriminate between primary and secondary colors and their relationship to each other.

6. Given a project relating to size and shape, the student will analyze the situation and select the proper item for completion of the project.

Homemaking

1. Given specific directions for a self-directed project, the individual will be able to make the desired product.

2. Given a task, the student will be able to determine the need for the best routine to accomplish the job in an efficient, organized and workable manner.

3. Given an assigned task, the student will complete the assignment according to criteria that has been previously established.

4. After discussing the family, the student will form an opinion of the importance of each member's role to the welfare of the family.

5. Given the basic needs, food, shelter and clothing, the student will investigate their importance for his survival by using available resources.

6. Following an oral discussion and related activities, the student will cite examples from daily experiences of customs, attitudes, values and mores.

7. Given a list of safety and health habits, the student will determine those beneficial for his well being.

8. Given a background of material about a mechanical device, the student will employ this information for the use, care and maintenance of this equipment so it operates properly.

9. Given resource material, the student will identify and employ the vocabulary related to the task.

Language Arts

1. Given the instruction for the development of skills ir listening, speaking, reading, thinking, writing, researching and interviewing, the student will fill out a job application, ask questions, participate in an interview or write a letter for the purpose of acquiring information or pursuing a job.

Math

1. Given various experiences regarding budgeting, the student will be able to make and manage a budget, according to his earnings. (real or hypothetical)

2. Given a background of knowledge of time and its value, the student will be able to apply this information to his daily experiences.

3. Given facts about the use and value of money, the student will be able to devise a system for money management, geared to his socio-economic background.

4. Given the fundamentals of weights and measures, the student will demonstrate his ability to use this knowledge accurately, according to the assigned task.

5. Given the skills necessary for consumer shopping, the student will be able to compare quality and quantity of items with price.

6. Given the general information of public expenses, the student will conceive the necessity for income tax, as it applies to his situation.

7. Given the opportunity to engage in a small business, the student will be able to employ techniques necessary to insure some measure of financial or personal success.

8. Given the general information regarding various types of insurance, the student will conceive the necessity for an insurance plan, as it applies to his situation.

9. Given a pay check to interpret, the student will be able to ascertain whether the amount received is in proportion to services rendered or goods produced, with 50 per cent accuracy.

Music

1. Following an independent study of the works of famous musicians and composers, the student will state in written or oral form, how it affects him as a child.

2. Given guidance and a chance to make a musical instrument and play it, the student will demonstrate it to an interested listener.

3. Given an opportunity to become familiar with numerous rhythms, games and work songs, the student will demonstrate an activity, to the best of his ability.

4. Given situations outside the classroom, the student will select and record everyday sounds that have some type of musical composition.

5. Given a selection of recordings from other countries, the student will list the similarities and differences, as compared to music of his interest.

6. Given an opportunity to choose a rhythmic activity, either in a group or independently, the student will originate an interpretation.

7. After a series of classroom activities related to music appreciation, the student will choose the musical entertainment that fulfills his intrinsic needs.

Physical Education

1. Following numerous planned physical activities, the student will be given the opportunity to develop perceptual and kinesthetic skills in order to build a more secure body image according to individual ability.

2. Following investigation of professional athletes, the student will be able to list attributes of good sportsmanship and the necessity for rules and teamwork.

3. Given a list and description of various recreational activities, the student will select and evaluate those that best suit his interests, time and ability.

Resource People

1. Given an opportunity to interview, a resource person from each job cluster, the student will form an opinion and/or ascertain the advantages and disadvantages, amount of training, skills required, opportunities for advancement, work environment, and echelon of authority, pertaining to the job.

2. Given an opportunity to go on field trips, the student will determine by observation, the need for different workers, the demands for certain jobs, the interrelatedness of jobs, equal opportunity involved in the occupations.

3. Given a list of jobs, the student will be able to differentiate between those producting goods and those producing services.

Science

1. Given a demonstration of some aspect of space exploration, the student will ascertain the impact of recent discoveries upon everyday life.

2. Given the relationship of science to work, the student will account for new jobs and changes in existing jobs in the labor market.

3. Given the opportunity to observe or participate in a project related to ecology, the student will illustrate an aspect of conservation, as it applies to the environment.

4. Given a situation that includes materials and resources needed for an investigation, the student will formulate a process for achieving a previously established goal.

5. Given the opportunity to explore a variety of media for the purpose of creating some useful or meaningful result, the student will discover the fact that inventions are usually the result of experimentation.

Social Studies

1. Given a designated community environment, the student will determine the kinds of work available in each job cluster.

2. Given appropriate information, the student will compare his family life style with other culturally or ethnically different groups.

3. Given historical information from resource materials, the student will ascertain the effects of past culture upon the present and hypothesize about the future.

4. Given the fundamental skills of using maps and graphs, the student will identify the occupations that exist in certain geographical regions.

5. Given the opportunity to draw from background experiences, the student will state, in written or verbal form, ways of adjusting to a changing society.

6. Given the socio-economic status of various occupations and their salary ranges, the student will rank the work according to possible monetary gain, classify work according to its level of intrinsic gain and list the luxuries many families may be able to afford today.

7. Given the opportunity to work in a group and formulate procedures necessary for efficient organization and management, the student will compare the problems encountered with the need for standards in the home or community.

Workshop Activities

1. Given adequate work space, guidance, materials and organization skills, the student will employ his mechanical ability and interest for the completion of some desired product, according to established safety standards.

Art

Creative Ability
Imaginative Ability
Construction
Muscle Coordination
Using Art Materials
Color
Mechanical Ability (models, parts, etc.)
Discriminating - size, shape

Homemaking

Following Directions
Sequence
Organized Routine
Responsibility
Vocabulary
Consumership
(unit price, comparison, shopping, ads, labels, exchanging)
Awareness of family needs
Basic Needs
(food, clothing, shelter) (roles of family members)
Customs, Attitudes, Values, Mores
Safety and Health
Nutrition

Language Arts

Listening (Directions) - (trips) for information
Speaking - Oral Interview, Fluency
Reading - Job Applications
Writing - Job Applications
Thinking - Asking questions
Research skills for finding about different jobs
Poems, puzzles, riddles
Letter writing
Interviewing
Communication
Audio and Visual Equipment

Math

Interpreting the paycheck
Budgeting
Income Tax
Comparative prices
Punching time clocks
Organization/value of time
Banking, Checking, value of money, interest, savings, loans, stocks
Weights and measurements (Clothing sizes)
Developing a business
Insurance
Allowances

Music

Work Songs and Games
Famous Musicians
Instruments (Playing and Making)
Rhythm and Coordination
Listening for Sounds
Entertainment and Leisure Time
Universal Language
Creative Expression (Singing and Dancing)
Songs about Working and/or Workers

Physical Education

Large Muscle Coordination
Body Image
Special Relations
Tactile
Eye, Hand, Foot Coordination
Famous Athletes
Recreation and Leisure Time
Sportsmanship

Resource People

Skills Required
Amount of Training
Salary
Demands for certain jobs
Awareness of types of jobs
Work Environment
Equal Opportunity
Advancement
Advantages or Disadvantages
Need for different workers
Interrelatedness
Levels of jobs
Differentiate between jobs that produce Goods and Services

Science

Space exploration
Relationship of science to work
(Technology and concepts)
Availability of new jobs
Investigation process
Ecology
Experimentation

Social Studies

Environmental effects on type or work
Culture (Past, Present, and Future)
Family and Community Life Styles
Map Skills
Graphs
Minority Groups
Work interdependence
Leadership
Government (rules)
Economics
Sociological effect

Workshop Activities

Mechanical Ability
Organization Skills
Resource materials
Work Space
Knowledge of and use of tools and machinery
Instruction
Safety

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # 1

Career Education Concept : People need to work to preserve and advance society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br><br>1. Prepare a collage with the theme, "People Who Provide Our Basic Needs". Examples:<br><br>a. Home builder<br>b. Food producer<br>c. Clothing maker<br>d. Teacher<br>e. Entertainer, etc.<br><br>2. Bulletin Board: Have each child prepare a drawing from the title, "The Work I Like Most", or "The Work I Hope To Do".<br><br>SOCIAL STUDIES<br><br>1. Comparing: Compare the different types of work found among various cultures of people.<br><br>2. Discussion: Discuss the need for people to work together. Children could trace different groups in our country which have worked together for a common purpose. Examples:<br><br>a. Blackfoot Indian tribe<br>b. Early settlers and pioneers<br>c. Scouts<br>d. Red Cross<br>e. Telephone<br>f. Space program, etc.<br><br>Each child could discuss his parents' occupation and its contribution to society.<br><br>3. Survey: Make a survey of the jobs and services provided in our community. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # 2

Career Education Concept: Attitudes and personality factors have an effect on work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Children draw pictures of themselves at work with a particular hobby. On the bottom of each picture child could write "(name) likes to (hobby)."

2. Girls could design and draw fashions for their age group. (Include all categories - school, work, party, sportswear, etc.) A discussion could follow in regards to the time and place for wearing each.

3. Bulletin Board: Using the caption "When Students Aren't Working", have each student display his special interests or hobbies through pictures.

4. Charts: Make charts or work lists of good personality traits.

5. Filmstrip and Art Project: The filmstrip, "Who am I?" be viewed and a discussion followed on what qualities make you "you". Body collages can be made. Each group trace the other group on large, brown paper and vice-versa. When these are cut out, pictures of each one's likes (food, clothing, activities, etc.) could be cut from magazines and pasted over body. Children hold body collages up and then discuss what they pasted on the body.

6. Puppets: Children write and produce a puppet play showing how attitudes and behavior affect work performance. (Include both positive and negative.)

LANGUAGE ARTS

1. Dramatics: Have a presentation of "This is your life" in which students depict a variety of jobs held by a real or imaginary person.

2. Tape Recording: Record voices of children. Replay and discuss the pleasantness of each voice. (What personal qualities do you associate with each voice?)

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # 2

Career Education Concept : Attitudes and personality factors have an effect on work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

MATH

1. Survey: Have each child compute his school attendance and absenteeism using the attached questionnaire.

SOCIAL STUDIES

1. Activity Sheet: Have the children complete the enclosed activity sheet on personality and attitudes. A discussion could follow bringing out such things as:

   a. What are some of the things you can do to help yourself?
   b. Will talking about a problem help to solve it?
   c. Can little children solve their own problems?

2. Display: Have children display some project they have made in relation to their hobby. Example: model car. Descriptions could be given as to the work involved in creating it and the enjoyment found in doing it.

3. Listing: Children make a list of "Things I Can Do" and "Things I Know How To Do." From this compose a want ad to advertise qualifications for a job.

4. Problem Box: During the week children may place on paper personal problems which they may have in their relationships with others. These papers may then be deposited in a box. At the end of the week a discussion may be held in which the children provide possible solutions to these problems.

5. Role Playing: Children take the parts of employer and employee using positive and negative attitudes about the employee's job.

6. Role Playing: Have a job hunt in which children go from place to place asking for a job and inquiring about the types of work.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # 2

Career Education Concept : Attitudes and personality factors have an effect on work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | 7. Simulation: Using a series of cards with descriptions (short, tall, neat, chubby, careless, forgetful, etc.) Have children divide them into two piles - those that apply to them and those that do not. Then take the pile of those that apply and divide them into two piles - strengths and limitations. Taking the limitations, divide them into three piles - those that can not be changed, those that need to be changed, and those the children want to change. Discussion to follow on the rationale of the last three limitations. (Could make an effective center.) | |

SURVEY

Absence on the Job

| | Answers |
|---|---|
| 1.) About how many days were you absent this month? | |
| 2.) Can you tell why you were absent each time? Explain briefly. | |
| 3.) If you were absent the same number of days each month, how much time would you lose during one year? | |
| 4.) If you worked 8 hours a day and earned $2.00 an hour, how much would you lose each day. | |
| 5.) How much would you lose each month? | |
| 6.) How much would lose each year? | |
| 7.) If you were the employer how would you feel about people who were absent from work very often? | |
| 8.) Do you think your attendance could be improved? If so, what could you do? | |

## PERSONALITY AND ATTITUDES

Some problems you can solve on your own, while you need the help of other people to solve others. Think about the problems listed below. Write yes if you can solve the problem yourself and no if you cannot solve it alone.

_____1. You have lost your money on the street.

_____2. You cannot find a book you need in the library.

_____3. Your best friend aruges with you all the time.

_____4. You fall and break a leg while playing.

_____5. You are feeling alone and blue.

_____6. You are looking for a summer job.

_____7. You need money for food.

_____8. Things are not going well at home.

_____9. You are lost in a new part of town.

_____10. You don't get along with the gym teacher.

_____11. The car will not start.

_____12. You lose your temper all the time.

_____13. You are always late for school.

_____14. You are afraid of a noise in the night.

_____15. Things seem to be going very well.

_____16. Someone does not like you.

_____17. Nothing seems to go right, no matter how hard you try.

_____18. You get a flat tire while riding your bike.

_____19. You did not bring an assignment to school.

_____20. You cannot stay out late like your friends do.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # 3

Career Education Concepts: There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Cartooning: After discussing how rules facilitate work production have each child create a cartoon illustrating some confusion that would follow if some work rule was disregarded.

HOMEMAKING

1. Cooking Experience: Select a recipe. Chart the recipe and discuss the ingredient ingredients and instructions. The consequences of not following the recipe in detail could also be pointed out. The recipe could then be prepared.

LANGUAGE ARTS

1. Dramatics: Children bring a recipe from home and act out how they would follow the directions from the recipe. This could be used as a pantomine in which class members guess what is being made. If cooking facilities are available groups could actually prepare the recipe. The various recipes could be collected in order that recipe booklets could be made for each child.

SOCIAL STUDIES

1. Center: Using a particular road map list on poster board different locations for the children to find. Using pairs tell the best route to use going from one place to another.

2. Discussion: Have the children describe what would happen if we did not have certain rules for making and using things. Examples are: sandwiches, cakes, cooking, tools, cars, etc.

3. Maps: Using a road map, name two towns and have the children find out how to get from

Level 4 Unit 1 Lesson # 3

Career Education Concepts: There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | one town to the other. Write down the directions and then have them repeat the directions to a friend.<br><br>4. Games: Choose a game which the majority of the children do not know. Give the game to the children to play but do not give any rules or directions. After they fumble with it for a few minutes stop the game and discuss what has happened. A follow-up could include giving the directions for the game and allowing the children to play it correctly.<br><br>5. Game: The game "Simple Simon" could be played in order to test the children's ability to follow oral directions.<br><br>6. Role Playing: Have children role play an employer and an employee with the employee explaining to the employer why he should not be obliged to follow certain company rules.<br><br>7. Simulation: Have the children follow these oral directions given by the teacher: Draw a square on a sheet of paper. Put a line across the middle. Put a line down the center. Draw three small balls in the upper right hand corner. | |

Level 4 Unit Supplementary Lesson #_____

Career Education Concepts:

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

TRANSPORTATION UNIT

As enrichment, a transportation unit could be added at this point. The sound filmstrip series: Transportation could be used as a guide. The following activities could be added:

ART

1. Using a scene from the harbor children could draw a worker in operation.
2. Children could draw pictures of a truck which is of interest to them.
3. Construction of Airport - A small scale airport could be built along with some airplanes. When completed some of the planes could be hung from the ceiling and the workers from the following project could be placed around the airport.

SOCIAL STUDIES

1. Field Trip: Visit the Hagerstown Airport where children will be able to see the landing of a plane and the workers in action.
2. Visitation: A resource person from a trucking industry could be invited to discuss the various jobs in the trucking industry. Possibly a tractor trailor could be brought to the playground so children could examine it.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson # Focus on the Concept

Career Education Concepts: Review of unit with super project "Optional Follow-Up"

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br><br>1. Super Project: Plan the model for an ideal community with a discussion of all the facilities needed to provide for basic needs and conveniences (Residences, manufacturing, agriculture, transportation, etc.) The class could be divided into groups to decide which job tasks they would undertake in the creation of this community. After planning the actual development procedures work can begin on the actual construction of a small scale model of the community. When completed a name could be given to it. Then the children must decide what work is essential for the maintenance of this community.<br><br>SOCIAL STUDIES<br><br>1. Visitation: One of the persons responsible for the actual planning of the city of Columbia could be invited to explain the rationale behind the creation of the city, the planning of it and the actual construction along with future plans for the area. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 1 Lesson #_____

Career Education Concepts: Films and filmstrips available from Washington County Resource Center.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

16 MM FILMS

| | Catalog Page | Film | Title |
|---|---|---|---|
| 1. | 42 | 219 | Inventions In America's Growth (1750-1850) |
| 2. | 42 | 220 | Inventions In America's Growth (1850-1910) |

FILMSTRIPS

| | Catalog Page | Box | Film | Title |
|---|---|---|---|---|
| 1. | 30 | 109 | 1238 | Coming of the Machine |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # 1

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

SOCIAL STUDIES

1. Center: Center can be constructed to point out things in the environment needed for kinds of work. Words can be listed in column 1 and pictures of listed items can be used in column 2. Pins and yarn can be used to correct matching items.

| Column 1 (Words) | Column 2 (Pictures) |
|---|---|
| 1. Farmer | restaurant |
| 2. Fisherman | forest |
| 3. Janitor | water |
| 4. Construction Worker | field |
| 5. Cook | gas station |
| 6. Lumber Jack | dam |
| 7. Service Station Att. | store |
| 8. Sales Clerk | building |

2. Survey: Using the enclosed survey sheet, have children compute the expected reactions of their families if they were employed at the different types of work. Evaluation of children's decisions could be made to see how parent's attitudes toward different jobs influenced the answers.

3. Questionnaire: Give children a questionnaire regarding their parent's work and have them bring it home for their parents to complete. When results are returned, children can share them with the class and they may state whether they would like to pursue their parent's type of work in the future. Relate the results with the theory of conditioning.

JOB QUESTIONNAIRE

Please complete the following:

1. Where do you work?

2. Describe the type of work you do? What equipment do you use?

3. Do you enjoy your work? Why?

4. If you had an opportunity to change jobs, what type of work would you like to do? Why?

SURVEY

How do you think your parents would feel if you worked on each of the following:

| Job Worker | Pleased | Displeased |
|---|---|---|
| 1. Working on a farm. | | |
| 2. Working as a janitor in a school. | | |
| 3. Operating an elevator. | | |
| 4. Typing in an office. | | |
| 5. Delivering messages. | | |
| 6. Working in a library. | | |
| 7. Working in a clothing factory. | | |
| 8. Working on raod construction. | | |
| 9. Catching fish on a boat. | | |
| 10. Preparing food in a restaurant. | | |
| 11. Cutting meat. | | |
| 12. Washing dishes. | | |
| 13. Waiting on tables. | | |
| 14. Cutting lumber. | | |
| 15. Building houses. | | |
| 16. Laying brick. | | |
| 17. Nurse's Aide. | | |
| 18. Cleaning people's homes. | | |
| 19. Working in a barber or beauty shop. | | |
| 20. Delivering newspapers. | | |
| 21. Collecting garbage. | | |
| 22. Working in a gas station. | | |
| 23. Teaching school. | | |
| 24. Selling items in a store. | | |
| 25. Flying an airplane. | | |
| 26. Driving a tractor-trailer truck. | | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # 2

Career Education Concepts: Most kinds of work need some skill or training.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Puzzle: Cut a picture from a magazine and paste it on cardboard. Then cut puzzle - like pieces out. Children repeatedly can put puzzle together timing themselves each time. Discussion could follow as to the reasons for increase in speed each time.

LANGUAGE ARTS

1. Research: Children could choose a project such as the telephone system. One group could illustrate and report on making of a telephone while another could investigate the operation of it with diagrams. If possible, the telephone company could be invited to display an actual telephone with a miniature operating system.

MATH

1. Learning experience: Using the field of architecture children could learn the details involved in compiling the blueprints needed in constructing a building. Using the overhead projector children could work step by step with the teacher in measuring the dimensions of a house. See enclosed sheet.

RESOURCE PEOPLE

1. Visitation: An architect could be invited to talk about the planning of a certain building. If possible slides could be brought along showing the steps involved in planning.

2. Visitation: An interior designer could discuss the work involved in his profession and the training required.

SOCIAL STUDIES

1. Center: Children could match tools of the

Level 4 Unit 2 Lesson # 2

Career Education Concepts: Most kinds of work need some skill or training

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

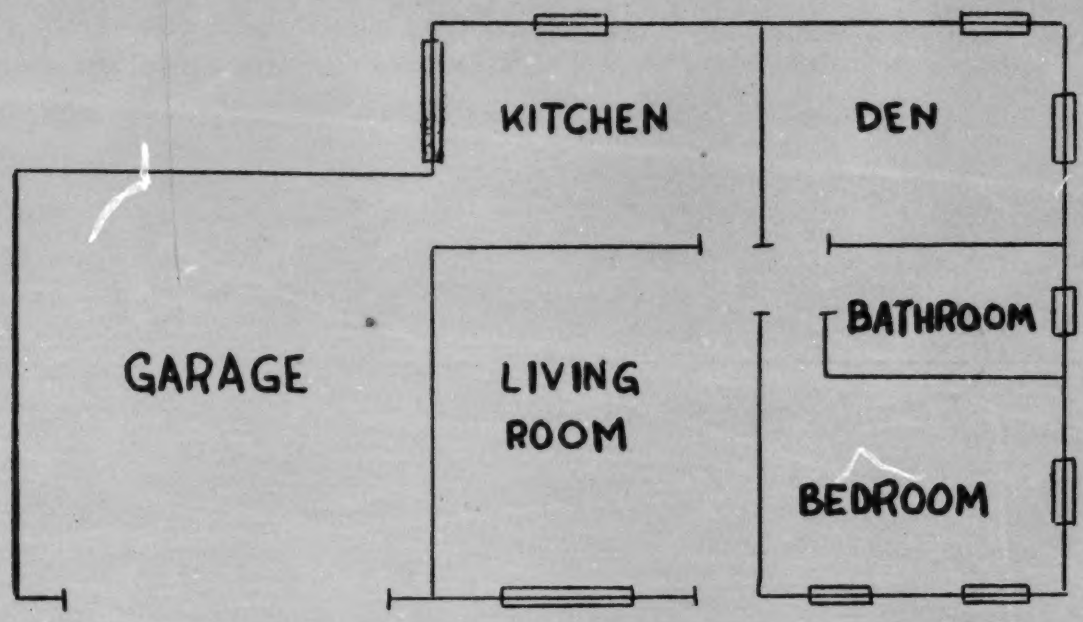
worker with the worker. Pictures of tools can be placed in one column and the names of workers in the second column. Yarn can be used to connect them.

2. Chart: Children build a large chart of all the workers they can think of adding their tools, place of work and what they make or do.

| Worker | Tool | Place | End Product |
|---|---|---|---|
| | | | |

3. Game: "What Am I?" Children would choose an article and then discover the materials used and the process involved in making it. Each child would then describe how it was made without telling what it is. The rest of the class would try to guess what it is.

Scale Drawing



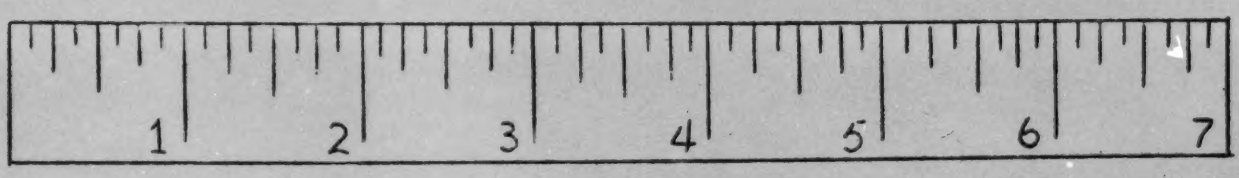

Scale: $\frac{1}{8}$ in. = 1 ft.

Notice the scale. $\frac{1}{8}$ in. = 1 ft. What does that mean? One-eighth inch in the drawing stands for 1 foot in the actual room. How much does 1 inch in the drawing stand for? _____

$\frac{1}{2}$ in.? _____ $\frac{1}{4}$ in.? _____ $1\frac{1}{2}$ in.? _____ 2 in.? _____

Measure each room. Write the actual measurements.

1. Living room _____ by _____.
2. Kitchen _____ by _____.
3. Bedroom _____ by _____.
4. Den _____ by _____.
5. Bathroom _____ by _____.
6. Garage _____ by _____.
7. Front door _____
8. Garage door _____
9. Windows in : _____
   living room _____
   bedroom _____
   bathroom _____



CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # 3

Career Education Concepts: All work has dignity and is worthwhile.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Draw pictures of community workers performing various tasks showing environment, dress and equipment.

2. Children could illustrate what would happen if there were no workers in certain jobs. (Example - "If there were no builders what would happen?") They could describe what they drew when finished.

Suggested Workers

1. Janitor
2. Secretary
3. Highway Construction Workers
4. Fisherman
5. Baker
6. Forest Workers
7. Nurse
8. Policeman
9. Dentist
10. Doctor
11. Teacher
12. Carpenter
13. Musician
14. Farmer

LANGUAGE ARTS

1. Riddles: Children can compose riddles based on the theme of the work their parents do and its importance to them and the community.

SOCIAL STUDIES

1. Problem Solving: Children could be presented with various problems that they could encounter on a job and then solutions could be discussed using insight. (Example- a waitress needs to seat 8 people who are in a hurry and there are only two small tables available.

2. Listing: Lists can be made of all the types of employment and the need for each. (Garbage Collector - Eliminates Pollution)

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # 4

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Booklet: Children can think of as many types of work as they can. They can then form a booklet by either drawing or cutting out symbols representing each type of work. Each page could have the occupation printed in the center with the symbols around it.

LANGUAGE ARTS

1. Pantomine: Each child can pantomine an occupation using tools and work actions, etc. Children can guess the work.

2. Research: Some children could undertake a project of finding out more about the evolution of a uniform for those occupations where a uniform is worn (policeman, fireman, nurse, etc.) The symbolism for using a uniform should be brought out.

SOCIAL STUDIES

1. Chart: Using some project such as a play; group sport or the production of some article, compose a chart showing what each student contributed to it. After, discuss why each person chose the role he did.

2. Display: Student's crafts and hobbies can be displayed.

3. Listing: List the areas of work to be done in keeping the classroom orderly. Have the children decide how this work will be done. They may decide to rotate duties.

4. Self-Appraisal Inventory: A discussion on the necessity of fully understanding one's self and one's interests should precede this inventory. Then pass out the inventory to be completed by each student. When finished resume discussion. Questions could be asked:

   a. What things have you found out about yourself?
   b. Is this information useful to you?

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # 4

Career Education Concepts: All people can and should contribute their particular talents and capabilities to the world of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | c. Could you make a hobby your occupation?<br>d. Would your likes and dislikes help you in choosing a job?<br>e. Before choosing a job, what would you look at? | |

SELF APPRAISAL INVENTORY

"What Do I Know About Myself"

1. Those things I like to do include -

2. The hobbies I have are -

3. The hobbies I would like to have are -

4. I belong to these organized groups -

5. Some things I have done that I did not enjoy are -

6. In my spare time I usually -

7. Contests or competitions I have entered include -

8. The subjects I like best in school are -

9. I do not enjoy these subjects in school -

10. The sports or games I like best include -

11. The kind of person I like best to be with is -

12. Do I like to read in my spare time?

13. The kinds of jobs I like best to do now include -

14. What kind of work would I like to do in the future?

15. I spend most of my free time indoors or outdoors doing -

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson # Focus on the Concept

Career Education Concepts: Review of Unit with super project "Optional Follow-Up"

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br><br>1. Super - Project: Groups of children choose an inventor to show how his contribution opened up a whole new world of work. Research should include the inventor's early use of talent and interests; the steps leading to his invention and the effect his invention had on providing numerous occupations in the field of work. Posters and other art activities can be used in order that this project may be culminated with displays. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 2 Lesson #_____

Career Education Concepts: Films and filmstrips available from Washington County Resource Center.

| Check Activities Used | Suggested Activities | | | Teacher Comments And Suggested Changes |
|---|---|---|---|---|
| | 16 MM Films | | | |
| | Catalog | Film | Title | |
| | 45 | 439 | Our Inheritance From The Past | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 1

Career Education Concepts: All work involves the production of either goods or services.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br>1. Bulletin Board: Collect pictures showing different types of occupation available in working with soil.<br>2. Booklet: Make a poster or scrapbook which would be valuable to a beautician. Show various adds for cosmetics and grooming aids grouping them by purpose. (Shampoo, etc.)<br>3. Make a collage showing dentists, doctors, x-ray technicians, etc., at work. Their various tools could be included.<br><br>RESOURCE PEOPLE<br>1. Visitation: Ask a mother to visit the class and tell what she expects of a baby-sitter - service.<br>2. Visitation: A visit could be arranged to the graphic's department of a business so children could see the production of goods.<br><br>SCIENCE<br>1. Listing: List some career possibilities in the field of space.<br><br>SOCIAL STUDIES<br>1. Simulation: Enable the children to participate in the mass production of a product. Examples: song booklets, poetry booklets, note paper, party favors, etc.<br>2. Listing: Have children make lists of different types of products produced in a factory and the knowledge that factory workers would have to have in producing that type of product. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 1

Career Education Concepts: All work involves the production of either goods or services.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

SOCIAL STUDIES

3. Activity Sheet: Have the children complete the enclosed activity sheet. A class discussion could follow using these questions:

   a. How can you find out where to get help when you need it?
   b. Can there be more than one place to go for help?
   c. Is it hard for poor people to get help when they need it?

4. Center: Unscramble the letters to make words for different workers. Example: trnjioa-janitor, ctdoro-doctor, sttncnrucioo rrewko- construction worker, koco-cook, yalwre-lawyer, rakeb-baker, smnaseal-salesman, ssteiawr-waitress, brarbe-barber.

5. Display: Display materials used by builders in the construction of a building.

6. Project: Children could carry out a school project by organizing committees to decide and be responsible for certain activities. Examples: decorating the school for Christmas or Spring, spring clean-up and planting, field day, etc.

7. Role Playing: Role play weather reporting using a weather map, and the proper reporting procedures.

8. Role Playing: Role Play the job of a waitress telling all she needs to know and do. For a variation try a hotel or a motel manager.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 1

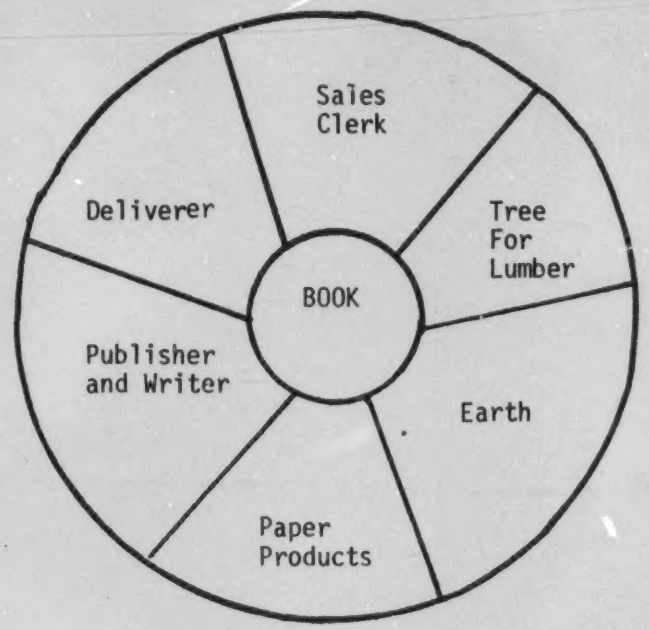
Career Education Concepts: All work involves the production of either goods or services.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

SOCIAL STUDIES

9. Job Wheel: Make a wheel of words tracing back as far as you can the people and things involved in the production of an article which you use today.

Example:



## PEOPLE WHO HELP

| | | | |
|---|---|---|---|
| 1. Fireman | 5. Mother | 9. Librarian | 13. Welfare Worker |
| 2. Teacher | 6. Counselor | 10. Policeman | |
| 3. Lawyer | 7. Doctor | 11. Clergyman | 14. Nurse |
| 4. Father | 8. Banker | 12. Judge | |

Using the names listed above solve the following problems.

1. A girl is not able to locate a book needed for a report. Who can help her? How?

2. A boy has been arrested for stealing a car. Who can help him? How?

3. A man has disappeared and left his wife and children. Who can help them? How?

4. A man wants to start a company. Who can help him? How?

5. A boy wants to build a radio. Who can help him? How?

6. A boy does not know what kind of job he should look for. Who can help him? How?

7. A family's house is on fire. Who can help them? How?

8. A girl can not solve her arithmetic problems. Who can help her? How?

9. A man finds out that someone is planning to hold up his store. Who can help him? How?

10. A woman is very sick. Who can help her? How?

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 2

Career Education Concepts: Environmental and cultural factors determine the kinds of work available.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | LANGUAGE ARTS<br>1. Panel: Have a panel discuss the effect of water on the price of crops - irrigation, dam building, natural conditions.<br><br>SCIENCE<br>1. Chart: The children make a chart for two weeks keeping a record of temperature and precipitation. At the end of that period predict the effect that this pattern would have on the production of crops.<br><br>SOCIAL STUDIES<br>1. Discovery: Children mark off on a map the early industrial settlements as the teacher calls them out. Then have the children study these locations to see if they can discover that each city is located near a body of water. From this point the children can infer the importance of water to early inductrial settlement. Cities to include are New York, Baltimore, Pittsburgh, Buffalo, St. Louis, New Orleans, Boston, Chicago, San Francisco, Cincinnati. (This project could also be adapted as a center.)<br>2. List: Make a list of occupations which depend directly upon water for work. Include engineering in dam construction.<br>3. Maps: Divide an outline map of the United States into various geographic areas. Then divide group into smaller groups to select an area for which they will determine the effect the geographic factors have on work. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 3

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br>1. Art: Draw a home that would depict the probable technological advancements that will exist in the year 2025.<br>2. Diorama: Make a "Showcase of the Future". Children can make models which would depict future technological developments. An oral presentation of how these developments would affect man's work and leisure time can be given.<br><br>HOMEMAKING<br>1. Demonstration: Demonstrate how technology has improved kitchen tools and has made work easier. Use the idea of beating an egg white with a fork; a whisk, a rotary beater and then an electric mixer. Children could study other inventions and their reduction of work. An actual cake could be made in which children would mix the batter with a fork, a whisk, a rotary beater and then an electric mixer.<br><br>LANGUAGE ARTS<br>1. Research: Choose a research project on a job that has been improved on in years. Describe earlier procedures with emphasis on jobs that have appeared or disappeared with technological advances.<br><br>SOCIAL STUDIES<br>1. Chart: Make a chart of the various tools and technology of agriculture, manufacturing and transportation starting with Colonial Times and working of the Modern Times. A discussion could follow on jobs that have appeared or disappeared along with how skills have changed with these tools. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 3

Career Education Concepts: People should adapt to technological and sociological changes which create or eliminate work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br><br>2. Comparing: Compare farming in Colonial Times with farming today.<br><br>3. Investigation: Study how different mechanical appliances in the home have changed woman's work and thus created a new role for her in society.<br><br>4. Time Line: Draw a time line showing how work has changed and how new jobs have been created since the beginning of our country. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 4

Career Education Concepts: Man's work affects his way of life.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Interview: Children find the daily schedules of a factory worker, a store clerk, an office worker, a farmer, a truck driver, and a repair worker. They might also see if the schedule is the same all year round. Reporting can be shared with the class, and reasons for any change in schedules discussed.

2. Research: A study can be made of the living and working conditions of the migrant worker or a coal miner.

RESOURCE PEOPLE

1. Visitation: The children could plan to visit a farm where they could see all of the various activities in operation. A discussion with the farmer could follow in order that the children might learn how seasons affect the farmer's daily schedule.

SOCIAL STUDIES

1. Chart: In one column children can list the various events taking place in a day of their life and in the second column they may place the various events in the life of a child in a different area, land, or culture. From this some comparisons could be made.

2. Comparing: Children choose two different kinds of jobs and compare each in regards to the type of work and the living and working conditions that would result.

3. Investigation: Children could investigate into the seasonal jobs that exist in Washington County.

4. Listing: Children can list the various factors which might prevent migrant children from obtaining better employment in the future and then the various factors

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 4

Career Education Concepts: Man's work affects his way of life.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | which might prevent them from doing so also.<br><br>5. Role Playing: Children may enact a scene depicting one day in the life of a migrant worker placing emphasis on living conditions and type of work.<br><br>6. Survey: Children could collect job ads from the newspaper over a two week period of time. Comparison could then be made as to the jobs that have been filled and those that haven't. They could then give possible reasons why some jobs have been filled and others have not. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 5

Career Education Concepts: All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

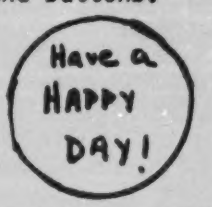
ART

1. Use an assembly line technique to produce buttons based on a particular theme. Divide the children into groups giving each a particular job:

   Group 1 - Draw circles 2 inches in diameter.
   Group 2 - Cut out the circles.
   Group 3 - Color the circles.
   Group 4 - Print the captions.

   Following this activity children can discuss the importance of each group in producing the buttons.

   Example:




2. Cartoons: Children could portray an ironic situation involving a conservation problem.

LANGUAGE ARTS

1. Letters: Children could write to the Soil Conservation Service, The Forest Service, The Bureau of Land Management and to other agencies requesting information about the various careers available in conservation. From this the children will be able to determine the relation of each job to the other.

RESOURCE PEOPLE

1. Visitation: Children could visit a dairy farm to learn about its operation and how society is dependent on dairy products.

SOCIAL STUDIES

1. Investigation: Children could look into Hagerstown's or Washington County's

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # 5

Career Education Concepts: All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | dependency upon workers in the area of conservation.<br><br>2. Role Playing: Children could depict a farmer calling upon the services of conservation to help him decide on how to save his soil.<br><br>3. Activity Sheet: Children can complete the enclosed activity sheet which lists work equipment and tell what it needs.<br><br>4. Discussion: Children could discuss the various steps involved in building a house stressing various job workers needed and how each is dependent in the successful completion of the whole project. | |

## ACTIVITY SHEET

Complete:

| Equipment | Workers Who Use This Equipment | Those Who Depend On These Workers |
|---|---|---|
| 1. Tractor | | |
| 2. Plow | | |
| 3. Cash Register | | |
| 4. Typewriter | | |
| 5. Airplane | | |
| 6. Refrigerated Truck | | |
| 7. Sawmill | | |
| 8. Vase | | |
| 9. Scissors | | |
| 10. Scale | | |
| 11. Shampoo | | |
| 12. Train | | |
| 13. Camera | | |
| 14. Hammer | | |
| 15. Broom | | |
| 16. Paint Brush | | |
| 17. Sewing Machine | | |
| 18. Pots & Pans | | |
| 19. X-ray Machine | | |
| 20. Boat | | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson # Focus on the Concept

Career Education Concepts: Review of unit with super project "Optional Follow-Up"

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SCIENCE<br><br>1. Super Project: Children could study resources (land, water, people) near the school. From this they would decide how to use the land properly. Make a di rama showing how they would develop it. Example is: Farming - some might consider it advantageous to use the land for farming and in this case they would have to decide on what crops to grow and whether to use contour plowing, terracing, or the strip cropping method. The method of irrigation would have to be decided on. When this information is completed a diorama illustrating its proposed appearance could be completed. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 3 Lesson #_____

Career Education Concepts: Films and filmstrips available from Washington County Resource Center.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

16 MM Films

| Catalog Page | Film | Title |
|---|---|---|
| 18 | 38 | The Corn Farmer |
| 18 | 411 | Conserving Our Soil Today |
| 21 | 87 | Irrigation Farming |
| 23 | 424 | The Meaning of Conservation |
| 28 | 404 | The Work of Rivers |
| 101 | 306 | Forests and Conservation |
| 109 | 324 | Treasures of the Earth |
| 135 | 312 | How Water Helps Us |
| 150 | 261 | Visit to the Waterworks |

Filmstrips

| Catalog Page | Box | Film | Title |
|---|---|---|---|
| 43 | 71 | 965 | How Man Has Used the Soil |
| 43 | 71 | 966 | How Man Conserves the Soil |
| 44 | 78 | 1014 | Saving Our Soil |
| 44 | 78 | 1019 | Using Our Minerals Wisely |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 1

Career Education Concepts: People work for rewards and satisfactions

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Rhymes: Rhymes can be composed based on the reasons why children perform certain tasks. Example: "The dinner dishes I'll do, so I can go to the zoo."

MATH

1. Activity Sheet: Children complete the activity sheet in order to gain a knowledge of a payroll check and the various deductions. Later, children could be given a blank payroll sheet and fill in the deductions and pay check.

2. Chart: Children could work out and chart a salary scale pretending that they would be paid for performing various household chores. Each chore could be listed and the pay for each included.

SOCIAL STUDIES

1. Collecting Media: The children can collect newpaper articles which show members of certain groups receiving rewards. (Cub Scouts, Woman's Club, Little League sports, etc.)

2. Discussion: Children can discuss the various ways in which society rewards people for work.

3. Inventory: Children can list various people they know who do different types of work. They can then ask these people "Why" they work and complete the list with the reasons. The results can be brought to class and charted or graphed in categories according to reasons.

4. Role Playing: Children can portray different workers in a group who are discussing their working conditions and their work benefits.

ACTIVITY SHEET

| | DEDUCTIONS | | | | |
|---|---|---|---|---|---|
| GROSS SALARY | FEDERAL INCOME TAX | SOCIAL SECURITY | UNEMPLOYMENT INSURANCE | WORKMEN'S COMPENSATION | NET SALARY |
| $17.50 | $2.75 | $ .45 | $ .15 | $ .10 | $14.05 |

HAGERSTOWN, Maryland
First City Bank

PAYROLL CHECK
No. 121
Sept 9 1972

PAY TO THE ORDER OF Bob Jones $ 14.05
Fourteen Dollars and 05/100 DOLLARS

D+A GROCERY
Wilson Blvd.
Hagerstown, Maryland

Dave Adams

⑈171⑆0⑆6741⑈009A

You have received your pay check.

1.) How much did you earn? _____

2.) How much was deducted for Social Security? _____

3.) How much Federal Income Tax was deducted? _____

4.) What amount did you receive? _____

| DEDUCTIONS | | | | | |
|---|---|---|---|---|---|
| Gross Salary | Federal Income Tax | Social Security | Unemployment Insurance | Workman's Compensation | Net Salary |
| | | | | | |

Hagerstown, Maryland

First City Bank

PAYROLL CHECK

NO. _____

_____ 19 ____

Pay to the Order of _____ $ _____

_____ Dollars

_____

⑈1710⑈ ⑆74⑆009A

55

40

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 2

Career Education Concepts: Man's work affects his way of life.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Art: A mural in the form of a collage can be constructed to show how the community uses tax money deducted from people's salaries. Parks, playground, policeman, firemen, etc. can be included.

LANGUAGE ARTS

1. Booklet: A booklet can be prepared to illustrate all the people and businesses which affect the way we live. Pictures, stories, poems and songs about people who provide our basic needs and wants can be included.

MATH

1. Comparing: Children choose two jobs with different pay scales - one high and one low. They would work out a budget for each scale. From this they would learn how salaries can effect one's way of life.

2. Investigation: Children clip out the grocery ads from the paper and bring them to class. They can write up a shopping list of things they need for the week. Then they can compare the prices of each store based on needed articles to determine what store it would be most economical to shop in for this week.

3. Activity Sheet: Using the idea of a limited budget, children can complete the enclosed worksheet.

SOCIAL STUDIES

1. Bulletin Board: Board can be divided into two sections - Necessities and Luxuries - and under each section pictures can be placed to illustrate what we must have and things that add to our comfort.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 2

Career Education Concepts: Man's work affects his way of life.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br><br>2. Center: Pictures of various necessities and luxuries can be pasted on cardboard and cut out. These can be placed in a box. Two headings - basic necessities and luxuries-can be made and the children can place each picture where they think it belongs.<br><br>3. Simulation: Children clip out as many advertisements from magazines as they can find. Ask them to separate them according to those they could buy and those they couldn't afford to buy. A discussion could follow on how limitation of funds affects one's way of life.<br><br>4. Panel: A group of children can assume the roles of economists and conduct a panel in which they inform the other children of their future plans for the city of Hagerstown or for Washington County. The other children might also think of questions to ask the panel. | |

## ACTIVITY SHEET

Pretend you have a limited budget and must shop at the stores with the cheapest prices. Place a (✓) beside the best buy for each item.

Woody's

| | | |
|---|---|---|
| peaches | $.33 | can |
| peas | $.31 | can |
| coffee | $.72 | lb. |
| bread | $.27 | loaf |
| porkchops | $1.10 | lb. |
| napkins | $ 39 | |
| cake | $.67 | |
| corn | $.32 | can |

Sam's

| | | |
|---|---|---|
| cake | $.68 | |
| peaches | $.36 | can |
| porkchops | $1.12 | lb. |
| corn | $.32 | can |
| napkins | $.42 | |
| coffee | $.71 | lb. |
| peas | $.29 | can |
| bread | $.39 | loaf |

Joe's

| | | |
|---|---|---|
| cake | $.70 | |
| corn | $.33 | can |
| porkchops | $1.05 | lb. |
| napkins | $ .38 | |
| bread | $.31 | loaf |
| peaches | $.34 | can |
| peas | $.34 | can |
| coffee | $.70 | lb. |

Pete's

| | | |
|---|---|---|
| coffee | $.74 | |
| cake | $.65 | |
| porkchops | $1.15 | lb. |
| corn | $.29 | can |
| napkins | $.42 | |
| bread | $.26 | loaf |
| peas | $.31 | can |
| peaches | $.39 | can |

1. Which store has the greatest number of cheapest items?

   _____

2. Which store would be the best place for you to shop?

   _____

3. At what store would you spend the most? _____

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 3

Career Education Concepts: All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | LANGUAGE ARTS<br>1. Interview: Children can interview a store clerk to find out the different places where his merchandise came from.<br>2. Drama: Using a barter system, a group of small businessmen who produce various materials might decide how they may all become part of an exchange system.<br>MATH<br>1. Activity Sheet: Children pretend they are clerks in a store and have sold the various items on the activity sheet.<br>2. Simulation: A miniature store can be set up with play money to be used for exchange. Children can be responsible for bringing in products from home and setting them on the shelves (empty boxes and cans might be saved for this also). Various children will be given a certain amount of money to buy products needed. Some might be employed as a store clerk, manager, etc.<br>RESOURCE PEOPLE<br>1. Visitation: The Forestry Department and Wildlife Conservation could be invited to explain their work to the children and to stress how their work benefits society. If possible trees could be planted by the children.<br>SOCIAL STUDIES<br>1. Game: Children can choose a card game where the object is to collect sets. From this the children can see that each person playing is dependent on the other for completion of his sets. Example: "Rummy" or "Old Maid." | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 3

Career Education Concepts: All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES | |
| | 2. Comparing: Children can list two headings- City and Suburbs. Under each they can tell the resources and services that each supplies and then discuss how each is dependent on the other. | |
| | 3. Listing: Children can look around their homes and list the things which came from a different country and name the country next to the product. These lists can be brought to class and discussed. | |
| | 4. Project: Two class projects can be initiated (bulletin board, display, posters, etc.) and the children can be divided into two groups so that work on each will be simultaneous. Some supplies can be given to one group and some to the other. Explain to the children that trading will be done if supplies are needed from another group. When the project is completed, evaluation of the trading procedure can be done. | |
| | 5. Research: Children can be divided into groups and then be given a country which they will represent. They can then find out all the resources that their country is able to supply and things that their country needs. The groups can get together later and determine a trading system among their countries. | |
| | 6. Time Line: A time line can be constructed illustrating all the methods of transportation that have been used since earlier days for the purpose of delivering products of exchange. | |

# Activity Sheet

DRAFT COPY

Pretend you have sold these items to 3 customers. Figure out the cost of each group:

1.)

Coat $15.00

Shoes $12.98

Pajamas $4.50

Total Cost

$_____

---

2.)

Blouse $4.98

Hat $3.95

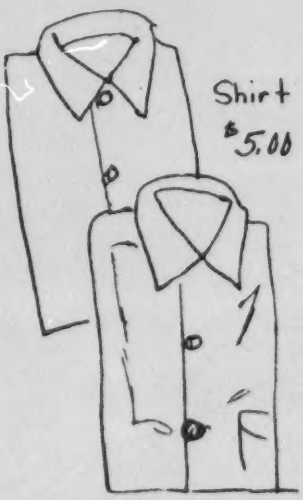
Shoes $10.98

Total Cost

$_____

---

3.)



Shirt $5.00

Shoes $12.98

Pajamas $4.50

Total Cost

$_____

CAREER EDUCATION ACTIVITY SHEETS

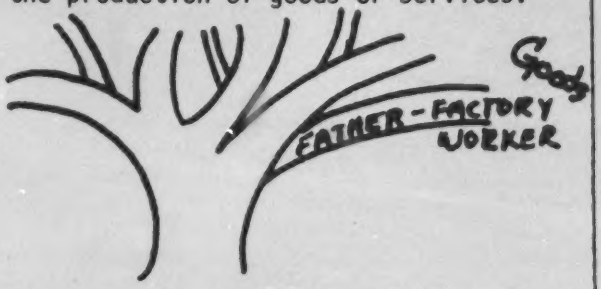
Level 4 Unit 4 Lesson # 4

Career Education Concepts: All work involves the production of either goods or services.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Art: Children could construct a family tree in which each branch would be a different relative. They could then write each one's occupation and outside the branch tell if the occupation is related to the production of goods or services.




2. Poster: Study the barter system. Think of the different articles that can be used for exchange and illustrate your exchange system on a poster.

HOMEMAKING

1. Role Playing: To experience the idea of goods and services, children could experience the jobs available in a restaurant by planning a luncheon. Some could be cooks while others could be waitresses.

LANGUAGE ARTS

1. Commercials: Children can choose a commercial from radio or television and dramatize it.

RESOURCE PEOPLE

1. Trip: Over a weekend the children could visit a store and make a list of some articles with their prices. Their findings can be discussed with references to the demand for the product.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 4

Career Education Concepts: All work involves the production of either goods or services.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br>1. Chart: Make a chart of all the major consumer products and discuss any luxury items on it.<br>2. Discussion: The question of why sale items have such a price reduction can be discussed in reference to demand.<br>3. Game: Construct an occupational game by placing names of occupations and workers in a box. Each student can draw a name and then characterize it as producing goods or services. The other children can guess what it is.<br>4. Listing: Children can list the professional and service jobs which are always in high demand. Reasons for the demand can be discussed.<br>5. Listing: Things that will always be in demand no matter what kind of technological advances there are can be discussed. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # 5

Career Education Concepts: Most kinds of work need some skill or training.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Letters: Children could write letters to some trade and professional organizations requesting literature concerning the preparation and performance required for various job levels.

MUSIC

1. Investigation: Children could discover all the jobs available in relation to music. These names could be put on the board and a discussion could follow as to the training needed for each. Children who are learning to play instruments could give reasons for doing so. Pictures could be collected showing how people use music for recreation.

RESOURCE PEOPLE

1. Visitation: Various professionals could be invited to talk with the child about their early professional training and how they advanced to their present position.

2. Field Trip: Children could visit a factory in the area and study the division of labor. Skills needed to perform the different tasks could be discussed.

SCIENCE

1. Poster: The various instruments that a weatherman must know how to use could be arranged on a poster. The weather reporter from the area might be invited in to describe his use of instruments.

SOCIAL STUDIES

1. Chart: A chart could be made to bring out the training needed to acquire skills for

Level 4 Unit 4 Lesson # 5

Career Education Concepts: Most kinds of work need some skill or training.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

jobs:

| Occupation | Skills Needed | How Skills Are Acquired |
|---|---|---|
| | | |

2. Grouping: Jobs could be grouped by skills needed.

3. Listing: Using the "Yellow Pages", have children find out all the professions found in Washington County. From these, children can find out the amount of time each profession requires for training. If time, the advantages and disadvantages of each profession could be discussed.

4. Survey: Children could look around the area to see all the different kinds of buildings and then realize that a builder must know certain important skills in constructing a building. A chart of buildings in the area might follow:

| Kind of Building | Materials Used | Number of Floors | Number of Doors |
|---|---|---|---|
| | | | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 4 Lesson # Focus on the Concept

Career Education Concepts: Review of unit with super project "Optional Follow-Up".

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br><br>1. Super Project: Children can pretend that they have discovered a new land which has all the necessary resources for existence. Their problem will be to organize themselves so that they can carry on a high level of existence when they settle on this new land.<br><br>Procedures from planning might follow thus:<br><br>1. Sketch a map of the resources and land features and give the land a name.<br><br>2. Children decide on what businesses they will establish so that all needs are provided for.<br><br>3. A system of training for jobs will be devised.<br><br>4. A system of exchage will be developed.<br><br>5. Another map of the proposed development will be sketched so that ideal placement of businesses, etc. can be decided on. Collages of possible area views could be made. | |

Level 4 Unit 4 Lesson #_____

Career Education Concepts: Films and filmstrips available from Washington County Resource Center.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

16 MM Films

| Catalog Page | Film | Title |
|---|---|---|
| 7 | 515 | Eli Whitney |
| 42 | 220 | Inventions in America's Growth (1850-1910) |
| 47 | 247 | Story of Money System |

Filmstrips

| Catalog Page | Box | Film | Title |
|---|---|---|---|
| 10 | | 139 | Where People Live and Work |
| 11 | 21 | 673 | Transportation In The Past |
| 11 | 21 | 675 | Railway Transportation |
| 12 | 28 | 693 | Making Shoes |
| 13 | 76 | 990 | Where People Live and Work |
| 13 | 76 | 995 | Resources and Manufacturing Industries |
| 14 | 51 | 843 | Banker |
| 30 | 109 | 1237 | American Transportation |
| 30 | 109 | 1244 | Science and Invention |

Level 4 Unit 5 Lesson # 1

Career Education Concept : There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Drama: Children take part in a skit illustrating an assembly in which the early colonists decide to set up a government.

2. Research: Children could locate the various occupations of law enforcement and describe what each entails.

SOCIAL STUDIES

1. Activity Sheet: Children could complete the enclosed activity sheet in which they will describe how the signs benefit them.

2. Bulletin Board: A bulletin board could be constructed with various safety signs using the caption "Rules for you." A discussion could follow bringing out the necessity of having each sign and reasons for obeying them.

3. Chart: A chart can be constructed to show rules that different job leaders would establish for more effective work and the way these rules would benefit work.

| Job Leader | Rules | Way Work Is Benefited |
|---|---|---|
| | | |

4. Invention: Children can be divided into several groups for the purpose of inventing a new game. When the project is completed a discussion can follow in which the children can explain the necessity of establishing rules for each game.

5. Listing: Children could list various rules passed by the government, their purpose, and the results of disobeying them.

6. Role Playing: Children can choose a specific job situation and enact a scene illustrating the effective operation of the job when norms and rules are followed. Another scene could then display the chaos

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # 1

Career Education Concept : There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | that would result when norms and rules are not followed. Do the wrong way first and the correct way second. | |

# ACTIVITY SHEET

Describe how each of the rules on the signs below protect you:

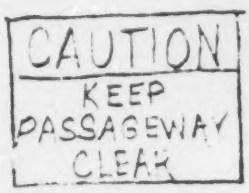
1. _____

_____

2. _____

_____

_____




3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # 2

Career Education Concepts:

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Drama: A court room scene illustrating the apprehension of a few offenders could be enacted in order that the children may understand the role of some courtroom officials.

2. Reading: Using the encyclopedia children could read about jails, prisons, and penitentaries to become acquainted with the consequences of violating laws. The various types of employment available in the prison system might also be explored.

RESOURCE PEOPLE

1. Field Trip: Children might be able to visit the city jail or a prison in the area

SOCIAL STUDIES

1. Activity Sheet: Have children complete the enclosed activity sheet. A discussion could follow bringing out the following questions:

   a. Are "Hearing and Listening" the same thing?
   b. Can people always choose which instructions they will follow?

2. Chart: Children could group the different kinds of laws and use them for headings on a chart. Under each group the children could list various laws pertaining to each group.

3. Collecting Media: Various articles in the newspaper could be collected to illustrate the enforcement of certain laws.

4. Discussion: Children could discuss some government laws in existence including ways in which people might violate these laws and the consequences that would result. From

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # 2

Career Education Concept : There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | here professional people dealing with law offenders could be included along with their roles. Example: Lawyers, Judges, etc.<br><br>5. Listing: Children could think of different laws which might be passed in the future due to technical and sociological advancement.<br><br>6. Research: Illustrate spoiled goods and faulty products. Then show how laws protect consumers. From there children could trace various consumer protection laws. | |

## GETTING AND GIVING INSTRUCTIONS

Match the person who gives instructions with the person who follows them.

| Gives Instructions | Follows Instructions |
|---|---|
| 1. Teacher | a. Driver |
| 2. Parent | b. Worker |
| 3. Policeman | c. Child |
| 4. Employer | d. Student |
| 5. Principal | e. Teacher |
| 6. Coach | f. Player |
| 7. Doctor | g. Patient |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # 3

Career Education Concept : People should adapt to technological and sociological changes which create or eliminate work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | LANGUAGE ARTS<br><br>1. Interview: An interview with a child who plays the role of Thomas Jefferson could be conducted whereby he would explain reasons why the writers of the constitution planned for changes.<br><br>SOCIAL STUDIES<br><br>1. Comparing: Children could compare how the acquisition of new land affects job workers. Comparison could also be made as to how loss of land affects job workers.<br><br>2. Discussion: Different areas of the United States could be blocked out and a discussion could follow as to how the loss of this land would affect the economic system in the United States.<br><br>3. Listing: Children could list various changes in the government over the years and how this has affected an increase in government officials. (Supreme Court judges, presidential cabinent members, etc.)<br><br>4. Research: Children could explore the changes that have taken place in the constitution and relate them to any effect they have had on work. | |

Level 4 Unit 5 Lesson # 4

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br><br>1. Cartoons: Children could draw cartoons based on the problem of too many people for one kind of job and too few people for another kind of job.<br><br>LANGUAGE ARTS<br><br>1. Debate: Two groups are interested in using the same piece of land for different business purposes. A debate could follow on how each group plans to use the land and why. Some could serve as moderators to decide which group has the best reasons.<br><br>2. Diary: Children could pretend that they have secured employment in a foreign country. A diary over a two week period could be composed in which the children point out their attempts to adjust to their new environment and surrounding culture.<br><br>SOCIAL STUDIES<br><br>1. Listing: Children could list the consequences that would result when there were too many people in the area for a specific type of work. Remedies for this problem could be proposed.<br><br>2. Map: Divide an outline map of the United States into various geographic areas. Then divide the children into smaller groups so that each one will be responsible for a certain area in order that the effect of geographic factors on work can be determined. A discussion on each group's conclusions can follow. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # 5

Career Education Concept : There are rules for all kinds of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

LANGUAGE ARTS

1. Research: Have children investigate early industrial practices in the area of working conditions, child labor and laws that were passed to correct the abuses.

RESOURCE PEOPLE

1. Visit: Have children visit the school cafeteria in order that the children may identify the safety and health regulations used by the workers to protect those who purchase the food.

SOCIAL STUDIES

1. Bulletin Board: Using the caption "Is There A Rule" display various pictures of people doing things. A discussion could follow on how rules govern what we do.

2. Crossword Puzzle: Children may complete the enclosed crossword puzzle.

3. Listing: Children could pretend that they are establishing a business so they are in need of compiling necessary rules which will protect the employee and insure effective work habits.

4. Time Line: Children could construct a time line to illustrate early events which forced the passage of certain laws to protect people.

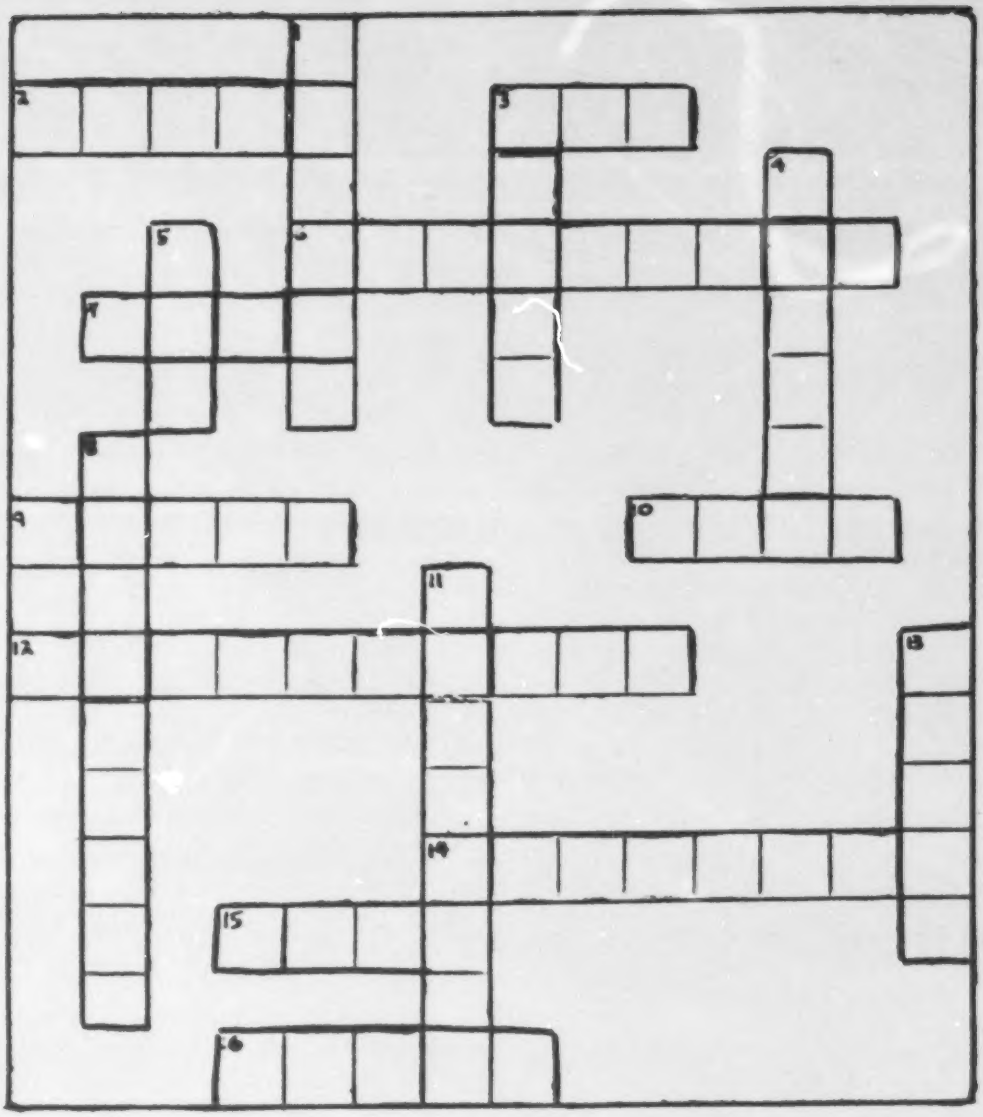
CROSSWORD PUZZLE

Across

2. The person who listens to the case
3. A _____ is charged on many items
6. The person who helps to protect you
7. A place of punishment for violating a law
9. The place where a case is heard
10. In order to receive pay you must_____
12. The constitution provides for our countrys' _____
14. One who breaks a law is an _____
15. Group of persons who listen a case
16. The income that a town receives comes from _____

Down

1. Laws are made to protect the _____
3. Process whereby a person is found innocent or guilty
4. The person who defends your case
5. Stopping for a red light is a _____
8. Early settlers who came to our country were called _____
11. Opposite of employer
13. A _____ works at a prison watching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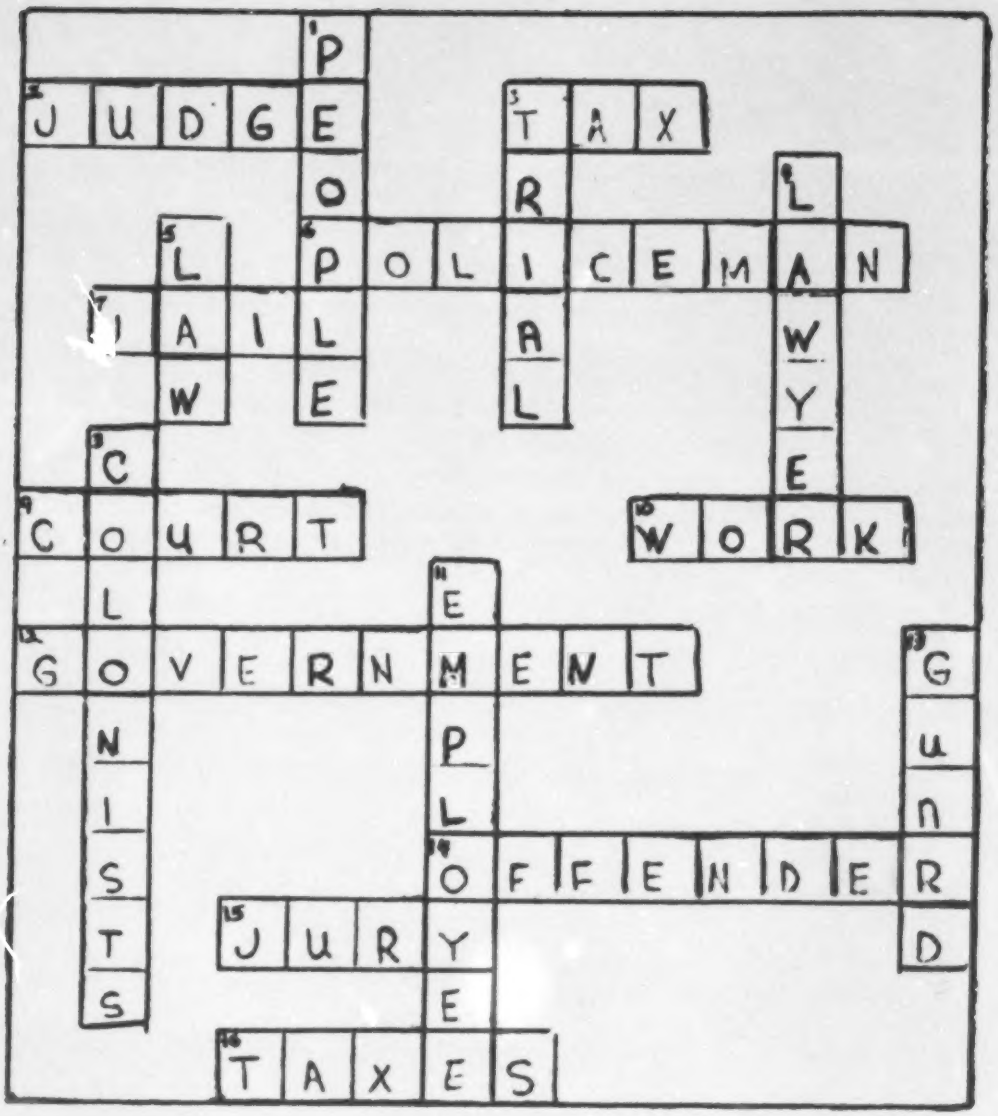
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3 TAX
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4 POLICEMAN
5 LAWYER
6 POLICE
7 JAIL
8 COURT
9 WORK
10 COURT
11 LEGISLATURE
12 GOVERNMENT
13 GUNNER
14 OFFENDER
15 JURY
16 TAXES

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson # Focus on the Concept

Career Education Concept : Review of unit with super project "Optional Follow-Up".

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | SOCIAL STUDIES<br><br>1. Super Project: Children could construct a class government. After the type of government has been decided upon a constitution can be written using the following guidelines:<br><br>1. Who does what<br><br>2. Ways to elect officers<br><br>3. Distribution of power<br><br>4. Rights of the students<br><br>5. System of changing the constitution<br><br>Allow the children to actually "Live" with their new government for a period of time. Conclude with a discussion as to how their government compares with our National Government. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 5 Lesson #_____

Career Education Concepts:

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

Filmstrips

| Catalog Page | Film | Title |
|---|---|---|
| 9 | 90 | How Government Helps The People |
| 9 | 91 | How Laws Protect The Citizen |
| 26 | 141 | Democracy Begins In America |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # 1

Career Education Concept : All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Collage: Children can construct a collage illustrating the various groups and cultures involved in building up the economic system of our nation.

LANGUAGE ARTS

1. Identification: Children could study the publication of a newspaper or magazine and then identify the various steps involved in its publication.

2. Drama: Children can enact scenes where a criminal is committing an offense against a store or business with some witnesses involved. The witnesses will work along with law officials in order to bring justice to the community.

RESOURCE PEOPLE

1. Field Trip: A tour of the Educational Television Station could be arranged whereby child could see how each person at the studio is interdependent upon the other for the production of the program.

2. Visitation: A police officer might be invited to discuss with the children how he works together with the community to maintain peace and order.

SOCIAL STUDIES

1. Activity Sheet: Have the children complete the enclosed activity sheet. A discussion could follow bringing out the following questions:

   a. Are there problems that can be solved:
   b. Is it better to solve most problems yourself or get help?
   c. Are there problems you can learn how to solve?

Level 4 Unit 6 Lesson # 1

Career Education Concept : All kinds of work are interdependent and should benefit society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | 2. Chart: The workers involved in the construction of a home from a surveyor through the builder and finally to the homeowner could be constructed.<br><br>3. Discussion: A group discussion can be conducted whereby children are encouraged to understand the relationship among private property, freedom and government especially emphasizing how all work for the benefit of the community.<br><br>4. Game: The Game "Gossip", can be played in which the children pass a phrase from one to the other. The last child stands up to repeat what was told him and then the first child tells what he said. From this the children can be let to see that each one of them depended on the other for the success of the game.<br><br>5. Map: Make a large outline map of the world for a bulletin board. Children could draw or find a picture of some type or worker he is acquainted with. These pictures could be placed around the map; and string or yarn placed from each picture to the center of the map. The children could discuss how each worker contributes to the world or work. | |

GETTING AND GIVING HELP

Here are some everyday problems. What would you do for each problem, get help or solve it yourself. Place and X in one of the blanks after each problem.

| | Get Help | Solve It Alone |
|---|---|---|
| 1. A light bulb burns out in your bedroom | _____ | _____ |
| 2. The car is making funny clicking noises | _____ | _____ |
| 3. You have a toothache | _____ | _____ |
| 4. You feel a little sad | _____ | _____ |
| 5. You must find a part-time job | _____ | _____ |
| 6. You cannot spell a work for a report | _____ | _____ |
| 7. You have lost the key to your house | _____ | _____ |
| 8. Your bicycle tire blows out | _____ | _____ |
| 9. You cannot find an address of a friend | _____ | _____ |
| 10. You have a fever | _____ | _____ |
| 11. The T.V. set will not work | _____ | _____ |
| 12. Your shor has a hole in the sole | _____ | _____ |
| 13. You cannot get right answers on your homework in arithmetic | _____ | _____ |
| 14. You are too far away from the teacher to hear what she says | _____ | _____ |
| 15. You break a neighbor's window | _____ | _____ |
| 16. Your pen will not write | _____ | _____ |
| 17. Father beats mother | _____ | _____ |
| 18. No one understands you | _____ | _____ |
| 19. You don't know how to sew clothes like your friends do | _____ | _____ |
| 20. You have no money for your lunch | _____ | _____ |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 $ Unit 6 Lesson # 2

Career Education Concept : All people can and should contribute their particular talents and capabilities to the world of work.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

SOCIAL STUDIES

1. Chart: A chart could be constructed with each student's name listed. Children could write their interests, talents and skills. A comparison could then be made.

   Example:

| Name | Interests | Talents | Skills |
|---|---|---|---|
| | | | |

2. Discussion: The reasons why people choose different occupations can be an interesting topic to bring in interests, talents and skills and the part they place in work choice.

3. Listing: Children could list jobs they think they would be interested in; and after each, they could tell what skills they have to be successful in it.

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # 3

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

ART

1. Puppets: Children can make puppets of people from different jobs. A skit can be written based on each worker telling where he came from; what work he does and why his location is suitable to that work.

LANGUAGE ARTS

1. Research: The various occupations dealing with the agencies that help poor people with their problems might be studied.

SCIENCE

1. Time Line: A time line can be constructed illustrating the development of communications and the places using these types of communication.

SOCIAL STUDIES

1. Comparing: A comparison can be developed in regards to the types of communication services available in different areas and among different countries.

2. Listing: Various occupations can be listed in the area of communications and what each entails can be discussed. Include occupations in the area of radio, television, telegraph and telephone.

3. Questionnaire: Develop a questionnaire for interviewing various workers. Example:

   1. What do you do as a member of the group?
   2. Could you do something else?
   3. Who is the leader in charge?
   4. How did he become the leader?
   5. What is the purpose of the group?

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # 3

Career Education Concept : Environmental and cultural factors determine the kinds of work available.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | 6. What do you have to know as a member? | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # 4

Career Education Concept : People work for rewards and satisfactions.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | ART<br><br>1. Art: Children could illustrate various rewards other than money which they might expect to get out of work.<br><br>2. Collage: Using a possible reward, children could make a collage of faces showing how people might look after receiving such a reward.<br><br>SCIENCE<br><br>1. Discussion: The new area of working beneath the sea could be discussed and various job occupations in oceanography discussed with possible rewards from such work.<br><br>SOCIAL STUDIES<br><br>1. Listing: After discussing the various resources available in Alaska; Children could make a list of all the possible rewards one could experience by moving there and obtaining employment.<br><br>2. Project: A project could be undertaken to decide what kind of organization or government would be necessary to establish ourselves on another planet, in a space station, or in an underwater city. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # 5

Career Education Concept : People need to work to preserve and advance society.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | LANGUAGE ARTS<br><br>1. Creative Writing: Child can prepare a story about one of the following situations<br><br>a. The day everyone wanted to do the same thing.<br>b. The day when all the money in the world disappeared.<br>c. The day there were no more houses or apartments vacant.<br>d. The day when all the food ran out.<br><br>SCIENCE<br><br>1. Discussion: The various advancements in the area of space could be discussed along with the jobs available in this area. Some might undertake learning about the specific preparation can astronaut needs.<br><br>SOCIAL STUDIES<br><br>1. Brain Storming: A brain storming session could be conducted in which the children would name all things which have either preserved or advanced society in our country. (Railroads, plow, telephone, etc.)<br><br>2. Display: Children could arrange a display of all the equipment developed for space travel along with more maps, pictures, etc. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson # Focus on the Concept

Career Education Concept : Review of unit with a super project "Optional - Follow-Up".

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|
| | LANGUAGE ARTS<br><br>Children could choose an occupation of interest and use it as a topic for a research report after the techniques of outlining, notetaking, using reference material, and constructing a report are studied.<br><br>SOCIAL STUDIES<br><br>1. Super Project: A display could be arranged whereby children would choose the main work areas and then divide into groups. Then each group could choose one work area. Research could be done on the various jobs available in that area; and technological advances that have taken place over the years. Posters, pictures, possible models of tools and workers could be used to add to the attractiveness of the display.<br><br>2. Slide of Filmstrip Presentation: Children dress up as different workers with various tools and take slide pictures of various workers in the "World of Work." A slide or filmstrip presentation could be made from this. | |

CAREER EDUCATION ACTIVITY SHEETS

Level 4 Unit 6 Lesson #_____

Career Education Concept : Films and filmstrips available from Washington County Resource Center.

| Check Activities Used | Suggested Activities | Teacher Comments And Suggested Changes |
|---|---|---|

16 MM Films

| Catalog Page | Film | Title |
|---|---|---|
| 70 | 772 | Why Communications Satellites |
| 148 | 158 | Policeman |

## RELATED SONGS

From "Making Music Your Own"

1. The German Band
2. The Cook
3. Who'll Buy My Fruit?
4. Per Fiddler
5. When The Boats Come In
6. Johnny Lazybones
7. Click Go The Shears

From "This Is Music 4"

1. This Old Man
2. Shuckin Of The Corn
3. A Railroader For Me
4. Drill, Ye Tarriers, Drill
5. Shenandoah
6. London Street Cries
7. Little Johnny England
8. My Rocket Ship
9. Clouds
10. The Orchestra

From "Singing Every Day"

1. The Man That Runs The Crane

## CORRELATION CHART FOR FOURTH GRADE

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|
| ART | L. 1<br>L. 2<br>L. 3<br>Sup. Enrich.<br>Focus | L. 2<br>L. 3<br>L. 4 | L. 1<br>L. 3<br>L. 5 | L. 2<br>L. 4 | L. 4 | L. 1<br>L. 3<br>L. 4 |
| HOMEMAKING | L. 3 | | L. 3 | L. 4 | | |
| LANGUAGE ARTS | L. 2<br>L. 3 | L. 2<br>L. 3<br>L. 4 | L. 2<br>L. 3<br>L. 4<br>L. 5 | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5 | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5 | L. 1<br>L. 3<br>L. 5<br>Focus |
| MATH | L. 2 | L. 2 | | L. 1<br>L. 2<br>L. 3 | | |
| MUSIC | | | | L. 5 | | |
| PHYSICAL EDUCATION | | | | | | |
| RESOURCE PEOPLE | | L. 2 | L. 1<br>L. 4<br>L. 5 | L. 3<br>L. 4<br>L. 5 | L. 2<br>L. 5 | L. 1 |
| SCIENCE | | | L. 1<br>L. 2<br>Focus | L. 5 | | L. 3<br>L. 4<br>L. 5 |
| SOCIAL STUDIES | L. 1<br>L. 2<br>L. 3<br>Sup. Enrich.<br>Focus | L. 1<br>L. 2<br>L. 3<br>L. 4<br>Focus | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5 | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5<br>Focus | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5<br>Focus | L. 1<br>L. 2<br>L. 3<br>L. 4<br>L. 5<br>Focus |
| WORKSHOP | | | | | | |

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